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Exploring Home Factors Influencing Boys' Academic Performance to Join Special Schools for Gifted Students in Zanzibar, Tanzania

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ABSTRACT: This article is about the exploration of home factors that influence boys' academic performance to join special schools for gifted students using the descriptive cross-sectional design. Specifically, this study focuses on the main question, namely: What home factors influence boys' academic performance to join special schools for gifted students in the seventh-grade national examinations in public primary schools? The study was guided by the Ecological System Theory developed by Urie Bronfenbrenner (1979-2005). The target population of this study involved head teachers, academic teachers, and parents, as well as the boys' students from selected primary schools. The study adopted a mixed-methods approach in data collection and data analysis to get reliable and accurate data. Purposive sampling procedures were used in this study to select participants. Data were collected using a questionnaire survey and in the four schools. Quantitative data were analysed by descriptive statistics, including frequency and percentage, using the Statistical Package for Social Sciences (SPSS). On the other hand, Qualitative data were analysed by using thematic analysis. The study involved 140 students from selected schools. These were

eight (8) teachers, eight (8) parents as key informants. The findings of the study indicated that the majority of respondents, 72.1%, agreed on the presence of home factors that influence boys' education performance to join special schools for gifted students, including financial support from parents, and participation in society. Other factors include parental involvement, low support for male parents, friendship with other children in their society, child labour, and unrestricted activities at home. The poor performance of boys in the seventh-grade national examinations in the public primary schools (PPS) has an impact on schools and the community at large. It was concluded that boys' poor performance is influenced by home-related factors that are socially constructed, where child labour and other home activities are part of the problem affecting boys' performance. It was also found that there is a necessity of having effective parents' meetings, giving motivation for boys, and controlling the school discipline. Moreover over the study recommended that, for good performance, teachers need to encourage parents to be active contributors in school meetings and follow the request from school, and their involvement would make them attentive to the problems affecting the boys' students academically. On the other hand, parents should give their boys more attention and proper incentives to improve their academic performance. Society engages in the decision-making of the learning boys in order to shape their morality.

Keywords: *Boys' performance, gifted students, home factors, special schools, Zanzibar*

1. Introduction

Education is a basic human right that works to raise men and women out of poverty, level inequalities, and ensure sustainable development (World Bank, 2023**.** Education is one of the most powerful tools for lifting excluded children and adults out of poverty and is a stepping stone to other fundamental human rights. It is the most sustainable investment (Panda & Sarker, 2015). The right to quality education is already firmly rooted in the Universal Declaration of Human Rights and international legal instruments, the majority of which are the result of the work of the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) and the United Nations (UN, 2022). Around the world, various studies have been conducted on the poor academic performance of boys in schools. According to the World Bank

(2021), boys in primary and secondary schools experience a lower level of scores referring to the international and national analysis in reading than girls. For some nations, boys' poor performance is seen in several key subjects such as science and mathematics. The other types of skills are also not well improved among boys; these include participatory problem solving, teamwork, and the ability to know others' points of view (OECD, 2017b; OECD, 2020).

Various studies indicate the evidence of boys' poor academic performance in some countries. Thompson (2017) did a study in Jamaica on planning for improvements in boys' academic performance: Towards a better understanding of teacher-student relationship. The methodology used was a Qualitative approach. This study used an exploratory design. The study revealed the following results: Lack of male role models at home, negative attitude towards the education of boys by parents, HIV/AIDS, and organised gangs. The study conducted by Mwangi in 2016 in Kenya established that the performance of boys in Mukurweini District was declining. The study further established that there were economic, home-related, and school-based factors that influenced the academic performance of boys in the study area. The most prominent factors were negative attitude towards boys' education by parents, lack of male role models in schools and at home, lack of mentors, indiscipline, poverty, and drug abuse (Mwangi, 2016). According to Lyanga (2020), the factors that affect students' performance in public secondary schools in Tanzania were studied. It was revealed that there is congestion of students in class, shortage of laboratories as well as chemicals for practical, lack of enough and quality textbooks. Furthermore, analysis revealed that teaching and learning of science subjects are affected by students' and teachers' perceptions, shortage of qualified competent teachers in teaching science subjects. According to Kisiang'ani et al (2024), a study conducted in Kakamega County in Kenya found that most of the institutions have resources that include classrooms, laboratories, libraries, and others; however, they were not adequate. The results further revealed that most of the schools have an adequate number of teachers, while a sizeable number were still struggling with fewer teachers. On the study's hypothesis, H01, which states that there is no statistically significant effect of institutional resources on student academic achievement in Kakamega County, Kenya, was rejected at p=0.003. Norazlan et al (2020)

investigation highlighted the pivotal role of financial security in academic success, emphasising reduced stress and enhanced focus for students with stable financial situations. From the results, it is ascertained that there is a significant relationship between financial problems and the academic performance of $p = 0.014 < 0.05$, indicating that the students with financial problems affect the academic performance. Again, Yuldosheva's (2023**)** investigation highlighted the pivotal role of financial security in academic success, emphasising reduced stress and enhanced focus for students with stable financial situations. The study also underscored the positive influence of participation in sports and proficiency in foreign languages, often associated with economic opportunities.

Markussen and Røed (2023) found that the improvement in income of parents can partly be associated with the enhanced historical relations between incomes and education among parents due to the fact that education has an inheritable component. Still, there is a considerable increase in the influence of family history that contributes to the historical economic development. Kulpin's (2020) study broadened the scope by exploring the impact of the socio-economic environment on university entry and performance within a regional context. The findings suggested a correlation between a higher quality of life in a region and better academic outcomes, emphasising the role of external factors such as economic conditions and community resources. Baumann's (2011) work expanded the discourse by incorporating cultural and competitive elements into the analysis. The study highlighted the intricate relationship between economic performance, cultural influences, and academic success. Culture, in particular, was found to significantly shape educational expectations, values, and attitudes. Additionally, the competitive nature of the economic environment was identified as a factor influencing students' motivation and performance. The factors that influence low educational performance for boys and men can be understood from the perspectives, namely the prevailing labour market, the social norms, and the features of how education is delivered and received. In view of the labour market, the factors that enable men and boys to succeed in the education process can differ from women. This is due to the gender informed opportunities of work where men have the option of having work without education.

Despite this, the current developments in the returns of education can lead men and boys to continue in education (World Bank, 2021).

While these studies contribute valuable insights, it is important to note that they were conducted in diverse contexts, often outside the scope of the present study in Zanzibar. Geographical and contextual variations may yield different results, emphasising the need for a localised understanding of the influence of economic factors on academic performance in Zanzibar. The results on parental involvement for student retention in schools revealed that there was no significant correlation found between home-based parental involvement for student retention in secondary schools and the parents' age, gender, or marital status. The findings indicate a significant correlation between parents' work status and their children's educational attainment. These results underscore the importance of parental involvement in enhancing student retention, highlighting the necessity for targeted interventions to promote such engagement. Increased parental participation, particularly in home-based educational activities, has the potential to substantially decrease dropout rates and improve attendance, ultimately leading to better educational outcomes (Mwinyi et al, 2025). The socio-economic status is seen to influence educational outcomes. In view of this fact, the higher-socioeconomic learners experience better performance. Despite this, the participation of parents and school resources has an influence on students' educational performance (Munir et al, 2023). This connection underscores the systemic nature of educational disparities and underscores the necessity for comprehensive interventions in the Zanzibar context. Taking a broader perspective, the influence of a nation's culture, competitiveness, and economic performance on academic achievement cannot be overlooked. Baumann's (2011) emphasis on the collective impact of societal values and economic structures underscores the role of a culture that values education and fosters a competitive spirit in motivating students to excel academically. Moreover, a nation's economic health can shape the overall investment in education, directly impacting the quality of resources available to students and educators. The existing literature provides valuable insights into the multifaceted relationship between economic factors and academic performance; the present study in Zanzibar recognises the need for a localised understanding. Geographical and contextual variations may yield different results, emphasising the

importance of exploring these dynamics within the specific educational landscape of Zanzibar.

In Tanzania, David (2014) conducted a study on the determinants of poor academic performance of secondary school students in the Sumbawanga district, Tanzania. Poor academic performance is significantly influenced by factors such as low parents' income, laboratory shortages, long school distances, English language competence, inadequate teaching materials, and unavailability of library facilities were found to have a significant influence on the poor academic performance of the students. Zanzibar, however, declared free and compulsory education in 1964, soon after independence, to meet the demand for Education For All (EFA) and the Millennium Development Goals 2000. In 2015, the Ministry of Education changed the Primary Education system from 7 to 6 years, and then in 2022, it changed again from 6 to 7 years through the Zanzibar Education Policy (ZEP) 2006 (MoEVT, 2006). The Zanzibar Government invested many efforts to empower young people with practical skills for self-sufficiency by introducing various divisions and schools for vocational and training services, as well as a division for gifted students. This has been done among other things in recognition of the limitations of the colonial education system, which primarily trained individuals for administrative roles, and established vocational and technical schools.

The efforts include the establishment of The Mikunguni School, which provided vocational training, was strengthened by being expanded and provided with equipment, and finally turned into the Secondary Vocational Secondary School. Other diversions established at that time include Fishing at Lumumba Secondary School, Agriculture at Fidal Casro Secondary School, Business in the College of Economics, and finally, Tumekuja and Utaani Secondary School. He studied Islam and Arabic at the Islamic College and the French language at the Computer School, a detour that was eventually transferred to the Kiponda Secondary School. The training was expanded and equipped, eventually at the Secondary Vocational School. Additional programs were launched in various schools, including fishing, agriculture, business, and Islamic and Arabic language studies. In addition to consolidating existing shortcuts, the concept of shortcuts has been expanded to include shortcuts in

science, social science, and computer science as well as special courses for highly gifted female students and girls with great potential, especially in scientific research (MoEVT, 2022). The scientific detour involves high schools in Lumumba, Fidel Castro and very gifted female children who have great potential, especially in scientific research. The science stream is found in Lumumba, Fidel Castro, and Ben Bella high schools, the social science stream is found in Lumumba and Utaani high schools, and the computer science stream is found in Mombasa Unguja commercial high schools. Lumumba and Fidel Castro Secondary Schools offer unique lessons for talented students, while Ben Bella and Fidel Castro Secondary Schools offer special classes for girls. Overall, more children were chosen to attend special schools than ever before, with 2,187 being enrolled in special education in 2004 compared to 119 (MoEVT, 2022).

In Zanzibar, the education system is characterised by the existence of several levels. These include 2 years of pre-primary, 7 years of primary level, 4 years of secondary education, ordinary level, 2 years of secondary education, advanced level, and a minimum of 3 years of higher education. Primary education is compulsory and free because it targets the majority of children. This level of education is delivered under an eclectic conception oriented to the total development of the children, with attention to the individual specific educational needs of every child. This level enables the building of basic skills, namely numeracy, literacy, proficiency, and competency. Learners are developed and introduced to logical thinking and reasoning (MoEVTZ, 2006).

In primary education, examinations are organised by the Zanzibar Examination Council (ZEC) for the purpose of selecting standard four and standard seven students for the next higher level of education every year. These examinations tend to filter students or ranking them, however do not asses achievement of curriculum goals. In selecting students of standard seven who will continue to Form one, a grading system of average A, B, C, D, and F is used. Those who score from average A to D grades are regarded as having the qualification to join Form one, and those who score of F are regarded as failures and they are supposed to repeat the class. Moreover, the students who score average A and B grades are selected for special seats; they are

sent to special schools. Those with an average B grade are regarded as talented students, and average A grade are regarded as the most talented students. These students learn different professions including business, arts, sciences, physical education, technical education, language studies, and computer science. For several years, there has been a gender gap in the performance of seventh-grade examinations in Zanzibar. The performance of boys is low compared to girls. Girls tend to get more special School or gifted than boys when taking seventh-grade final examinations. The example is seen in Table 1, which indicates the extent to which girls have been recently leading success in a special school for the gifted in the Central district of Zanzibar. While research has addressed boys' underperformance in general academic settings, the specific context of gifted education and special schools remains largely unexplored in Zanzibar. This leaves a significant gap in our understanding of the factors contributing to this phenomenon in the local context. Existing studies on the academic performance of boys in Zanzibar have primarily focused on broader factors affecting overall student achievement, including school environment, socioeconomic background, and language proficiency. However, these studies haven't specifically addressed the issue of boys' underperformance in the context of gifted education and access to specialised schools for gifted students. This gap in knowledge is particularly concerning given the potential implications for boys' intellectual development and their ability to reach their full potential. Understanding the specific factors hindering boys' academic performance in this unique setting is crucial for developing effective interventions and ensuring equitable access to gifted education opportunities.

Therefore, this research aims to address this critical gap by investigating the factors influencing boys' academic performance in relation to joining special schools for gifted students in Zanzibar. By exploring the perspectives of teachers, students, and parents, the research will shed light on the specific challenges and barriers faced by boys in this context. This knowledge will be instrumental in designing targeted interventions and promoting equity in access to gifted education programmes for boys in Zanzibar.

Table 1: Selected Seventh-Grade Examination Results by Sex and Years in Central District, Zanzibar

Year	Total candidates admitted		Total candidates passed in special schools		Percentage		
	Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	
2018	1,043	1,103	14	33	1.34	2.9	
2019	892	1,053	10	32	1.12	3.01	
2020	1,020	987	14	34	1.37	3.44	
2021	1,334	1,424	16	37	1.19	2.59	
2022	1055	932	11	24	1.04	2.57	
Total	**5344**	**5499**	**65**	**160**	**6.06**	**14.51**	

Source: MoEVTZ, 2022

The data in Table 1 demonstrate that boys consistently underperform compared to girls in accessing special schools for gifted students. This is evident in the following key findings: First, there was a lower Number of Boys who passed. Throughout the five years, significantly more girls passed the selection process compared to boys. This indicates a substantial difference in academic performance and preparedness between genders. The Disparity in Passing Rates: The average passing rate for boys was less than half that of girls, highlighting a significant gender gap in accessing gifted education opportunities. The Fluctuations in Passing Rates: While fluctuations were observed for both genders, the overall trend indicated a consistent disadvantage for boys. This suggests potential underlying factors specific to boys' academic performance that require further investigation. These findings reveal a critical research gap that necessitates a deeper understanding of the factors contributing to boys' underperformance in this context. Therefore, the current study is expected to add to the existing debate on the factors influencing low boys' academic performance to qualify for gifted schools.

2. Statement of the Problem

The Zanzibar Government invested many efforts to empower young people with practical skills for self-sufficiency by introducing various divisions and schools for vocational and training services, as well as a division for gifted students. This has

been done among other things in recognition of the limitations of the colonial education system, which primarily trained individuals for administrative roles, established vocational and technical schools (MoEVT, 2022). The efforts include the establishment of the Mikunguni School, which provided vocational training, was strengthened by being expanded and provided with equipment, and finally turned into the Secondary Vocational Secondary School. Other diversions established at that time include Fishing at Lumumba Secondary School, Agriculture in Fidal-Casro Secondary School, Business in the College of Economics, and finally Tumekuja and Utaani Secondary School. He studied Islam and Arabic in the Islamic College,and the French language in the Computer School, a detour that was eventually transferred to the Kiponda Secondary School. The training was expanded and equipped, eventually becoming the Secondary Vocational Secondary School. Additional programs were launched in various schools, including fishing, agriculture, business, and Islamic and Arabic language studies (MoEVT, 2022).

Despite developments in diversifying educational offerings, recent evidence suggests a concerning trend of gender underrepresentation in vocational and technical programs. Female students consistently outperform boys in academic performance and secure more spots in special schools like those for Gifted Students. This trend, highlighted by data in Table 1, raises concerns about potential unintended consequences of previous reforms and their implications for achieving gender equality in education. Contrary to many previous studies where female students were less competitive in education compared to male students (Driessen & Van Langen, 2013). From the mid-1990s, feminist struggles and movements resulted in the creation of learning environments friendly towards females, which later improved girls' academic performance in many parts of the world. Unfortunately, this led to a gender reversal in educational performance; girls achieved good results and surpassed boys (O'Donnell & Sharpe, 2002). Currently, the studies show that female students perform better than their male counterparts in all subjects (Ullah, Ullah & Allender, 2020). This gender reverse trend should receive serious academic attention and should be a key focus of debate and research so as to maintain gender equality in education; otherwise, we will have the same problem the feminists were struggling for in the mid-1990s. While past research acknowledges global shifts favouring

female educational attainment, in-depth empirical studies specifically examining boys' performance and barriers to entry in Zanzibar's gifted programs are lacking. This research aims to address this gap by investigating the complex factors influencing boys' academic performance and participation in these specialised programs within the Central District of Zanzibar. The findings of the study can be used to create understanding to Ministry of Education and Vocational Trainings Zanzibar (MoEVTZ), teachers, students, parents and other education stakeholders on factors that influence boys' performance to join Special Schools for Gifted Students so that they can find and employ the right strategies to improve male students' performance. Also, the study can benefit further researchers who may use the findings of the study as a literature review when they are conducting other research.

2.1 Objective

i. To examine the home factors influencing boys' academic performance to join Special Schools for Gifted Students in the seventh-grade national examinations in PPSs.

3. Theoretical Framework

This study was guided by the Ecological System Theory, developed by Urie Bronfenbrenner (1979-2005). This theory looks at a child`s development within the context of the system of relationships that form his or her environment. Theories based on these dynamic interactions between those environments have an impact on developing the child, his/her immediate family/community environment, and the societal background, fueling and directing their development. To study a child`s development, then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well. Bronfenbrenner (1979) showed that a developing individual is contained within four systems. These systems are the microsystem, mesosystem, exosystem, and macrosystem, as shown in Figure 1.

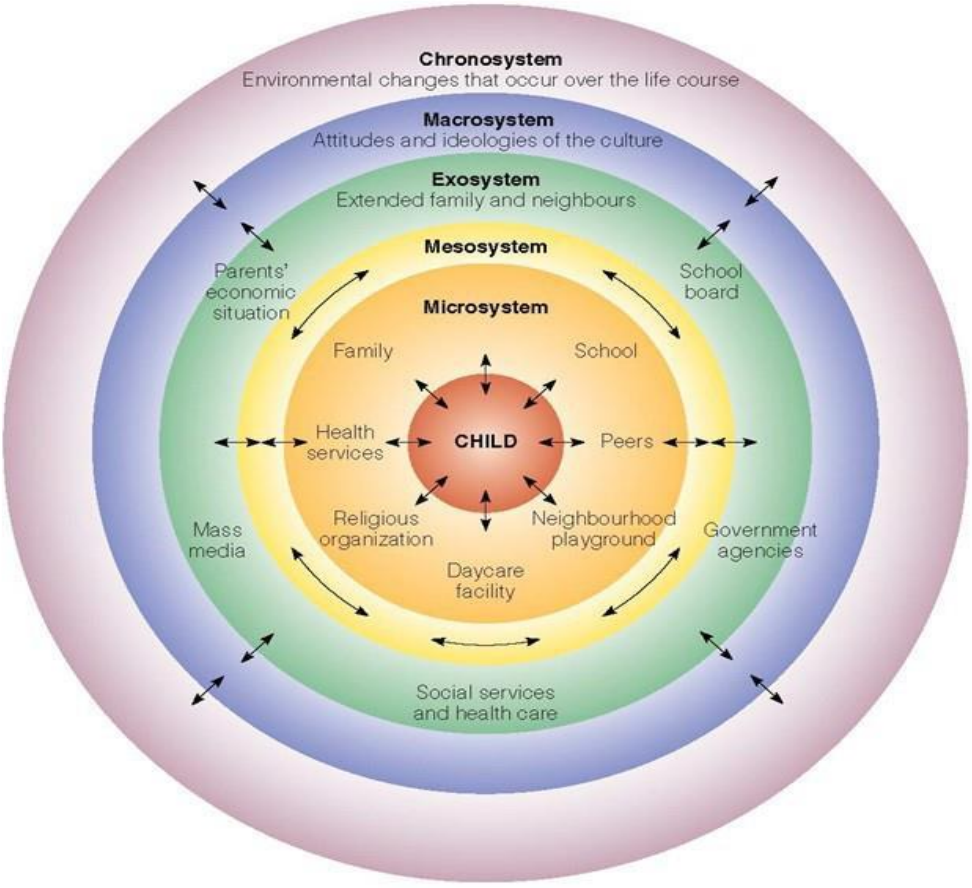

Figure 1: Ecological System Theory
Source: Guy-Evans, (2020)

The first system of Bronfenbrenner's theory is the microsystem, which concerns the child and contains the structures with which the child has direct contact. The microsystem includes the relationships and interactions a child has with her immediate surroundings (Ryan, 2001). A structure in the microsystem includes family, school, neighbourhood, or childcare environments. In this system, relationships have an impact in two directions - both away from the child and toward the child. The second system of Bronfenbrenner's theory is the ecosystem, which provides the interaction between the structures of the child's microsystem (Ryan, 2001). Examples: the interaction between the child's teacher and his parents, between his church and his neighbourhood. The third system of this theory is the exosystem, which defines the larger social system in which the child does not function directly;

the structures in this layer impact the child's development by interacting with some structure in her microsystem (Ryan, 2001). Parent workplace schedules or community-based family resources are examples. The child may not be directly involved at this level, but he does feel the positive or negative force involved with the interaction with his own system. Lastly, another system of Bronfenbrenner's theory is the macro system, which may be considered the outermost system in the child's environment. While not being a specific framework, this system is comprised of cultural values, customs, and laws (Ryan, 2001). The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers. For example, if it is the belief of the culture that parents should be merely responsible for raising their children, that culture is less likely to provide resources to help parents. This, in turn, affects the structures in which the parents function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's microsystem is likewise affected. Thus, the connection between Bronfenbrenner`s ecological systems theory and this study focuses on the quality and context of the child`s environment. The cooperative is a reasonable individual in many social institutions, like agents of education involving family members, parents, mother, religious institutions, peer groups, formal and informal educational institutions at the national and international levels, and others. The founder states that as a child develops, the interaction within these environments becomes more complex. These are fundamental to influencing the students' performance in skills, understanding, and knowledge development.

4. Methodology

This article is the result of the study conducted in the Central District in the Southern Region of Unguja. Central District is one of the boys' poor-performing districts. The researcher selected some of the schools in this District to be part of this study to explore the factors influencing Boys' Academic Performance to join Special Schools for Gifted Students in PPSs. There were four primary schools like Mwera Pongwe Primary, Mwera Primary, Dunga Primary, and Mchangani Primary. The reason for selecting this study area is that male students' academic performance to join special schools for Gifted Students is still lower compare to female students, For example of

the whole District joined special schools for gifted students in in 2023 about 35 Standard 7 Students, of whom 11 equivalent to1.04 were boys, and 24 equivalent to 2.52 were girls respectively (MoEVTZ, 2022). Also, no such studies have been carried out in that area, about the factors influencing academic performance for boys to join special schools for gifted students in PPSs. The target population of this study was primary school head teachers. Academic teachers and Male students from selected primary schools, as well as parents in the Central district, Zanzibar. The groups were selected because they were directly concerned with the present study. The study involved students, particularly boys, because they were the target of the study. On the other hand, teachers, head teachers, and parents were the respondents of the study as they were supervisors of the students in and out of the schools.

The researchers employed a mixed research approach. The mixed research employs both qualitative and quantitative methods. The strengths of one method offset the weaknesses of another method and lead to a rigorous conclusion**.** Therefore, researchers used mixed methods research to explore factors influencing academic performance for boys to join special schools for gifted students in PPSs. The choice of a mixed-methods approach is influenced by the research question that requires the convergent approaches to be studied. This study used an exploratory cross-sectional design that employed qualitative and quantitative methods. The design seeks to describe the current status of the new aspect of the study and provide systematic information about a phenomenon**.**

A sample is the representative portion from which information is collected (Thomas, 2021). In this study, the sample size was 140 students from a selected area of study. There were also 8 teachers and 8 parents of the students from four selected primary schools in the Central District as key informants. The computation to obtain the sample size was worked out using the formula proposed by Yamane (1967).

Sampling techniques are methods used in selecting a sample. The process of sampling enables the drawing of generalisations based on careful observations (Thomas, 2021). In this study, the researchers used the following sampling techniques. Simple random sampling is a type of sampling that, under normal circumstances, is the best type since it does not show bias in selecting the population

and study areas**.** In this study, simple random sampling was used to select 140 students. Purposive sampling, also referred to as deliberate and judgment sampling, is a technique in which items for the sample are selected deliberately by the researcher. The choice concerning the item is supreme**.** Purposive sampling in this study was also used to select four head teachers and four other teachers, as well as eight parents.

An interview is a face-to-face oral communication used to set predetermined questions involving one or more persons. This method is recommended for exploratory studies as it provides comparability. Spontaneous reaction and supplementary reaction**.** In this study, interview was used to collect information from 8 teachers and 8 parents to examine factors influencing the academic performance of boys to join special schools for gifted students in primary public schools. An interview helps the researcher to provide uniform information, which assures the comparability of data and requires fewer interviewing skills. The questionnaire instruments seek to provide information about the academic profile of primary boys at a particular school. In this study, closed-ended questions for getting a direct answer and open-ended questions were used to make it easy for the respondents to provide information concerning the subject. The questionnaire was administered to a survey of 140 students to obtain information about factors influencing the academic performance of boys to join special schools for gifted students. A questionnaire is a research instrument that enables the researcher to gather data from a large sample.

Quantitative data from students' questionnaires were analysed by descriptive statistics such as frequency and percentage by using the Statistical Package for Social Sciences (SPSS). On the other hand, qualitative data were analysed by using thematic analysis using the six steps of (Braun & Clarke, 2019). Firstly, familiarise yourself with the data sources by reading and re-reading the data sources, whilst the lists of initial ideas were made. Secondly, using the list of ideas to systematically generate initial codes in efforts to organize the data into meaningful groupings that could form the starting point of recurrent patterns throughout the dataset, and focuses on patterns of conceptualization and relationships between the data patterns. Thirdly, combining various codes in a table format in order to search for possible significant

broad themes and sub-themes. Fourthly, using the review of the themes to refine the initial themes was used to delineate the coded data as well as the way they interrelate and the extent to which the analysis seems to be complete. Fifthly, defining and naming the themes, identifying the essence of each theme in the context of our research purpose, research question, and what each theme captures. Finally, using the identified themes to report on the findings, the analysis of the data was used to determine whether the findings answered the research questions, which were formulated or not.

This paper summarises the ethical considerations that were used. These included ethics of respect and conflict of interest, relationship with participants, Informed consent, confidentiality, anonymity, reporting back to the participants, trustworthiness of research, and issues of translation. There are ethical considerations that generally need to be promoted in qualitative research when collecting and analysing data. These include ethics of respect and conflict of interest, relationship with participants, informed consent, confidentiality, anonymity, reporting back to the participants, trustworthiness of research, and issues of translation (Mirza et al, 2023). The Office of the Vice Chancellor of the State University of Zanzibar, the Second Vice President, the Office of the Chief Government Statistician, and the Ministry of Education and Vocational Training were among the responsible authorities that the researchers approached for research clearance. These authorities granted permission for data collection in the Mwera Pongwe, Mwera Primary, Dunga Primary, and Mchangani Primary Schools. In addition, the researchers ensured that every participant had given their permission to participate. The names and information given by the respondents remained confidential. After reading the information, the participants were given a chance to ask questions before consenting to and participating in the study. Also, the interview was carried out in secret and with identity preserved by using pseudonyms like H.T. to mean head teachers, AT to mean academic teachers and P to mean parents.

5. Results and Discussion

5.1 Home Factors Influencing Boys' Academic Performance

This section presents the results of the study that is concerned with the first objective, with the researcher found information on how home factors influence boys' academic performance to join Special Schools for Gifted Students. Data were collected using a questionnaire survey and interviews. The results are shown in Figure 2, where the results of each variable are presented and discussed.

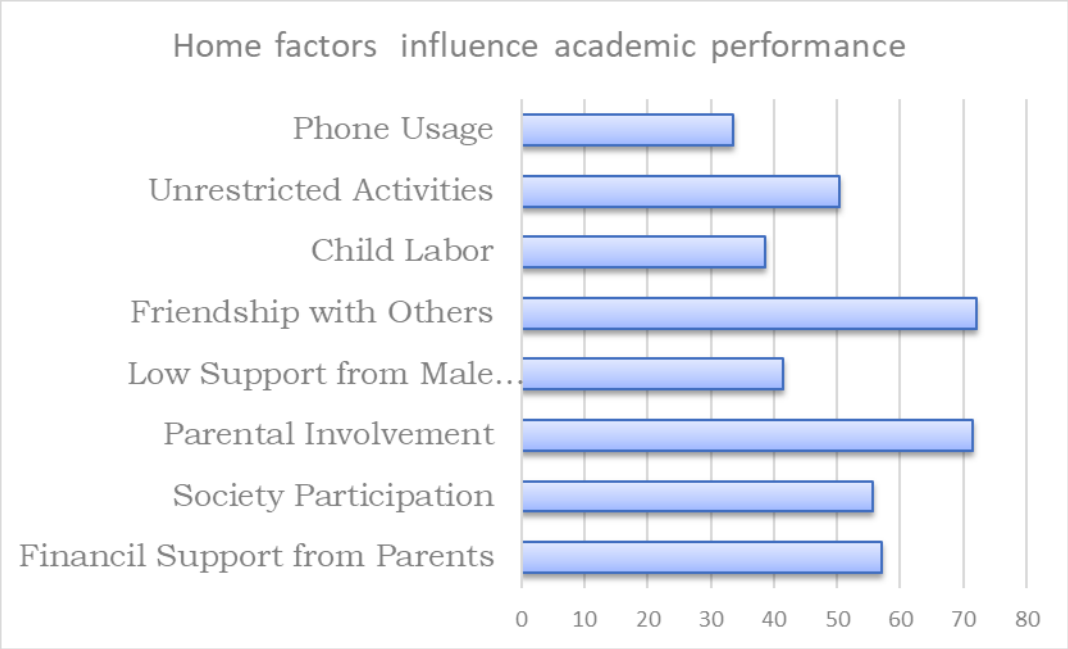

Figure 2: Home factors influence academic Performance in % (N=140)

Note: 10% stands for the lowest level, 20%: very low level, 30% for low level, 40% for moderate level, and 50% and above for high level of influence on boys' performance.

5.2 Financial Support from Parents

Figure 2 and Table 2 present the results of the influence of home factors on boys' academic performance. The analysis is based on data collected using a 5-point Likert scale ranging from (1) Never to (5) Always. The responses were analysed to determine the level of support provided and its potential impact on boys' academic outcomes. The provision of financial support, such as pocket money or resources for school needs, was analysed as a significant home factor influencing boys' performance. Financial support can enhance access to learning materials, improve

participation in school activities, and reduce stress related to unmet school-related needs.

Table 2: Existence of Financial Support from Parents

Response	**Frequency**	**Percentage**	**M**	**SD**
Strong Disagree	21	15.0	3.8643	1.56035
Disagree	18	12.9		
Agree	21	15.0		
Strongly Agree	80	57.1		
Total	**140**	**100.0**		

Table 2 presents the level of existence of financial support from parents. The results presented in the table indicate a mean score of 3.8 (SD = 1.56), suggesting that financial support from parents or guardians is generally provided frequently, with the majority of respondents 80 (57.1%) respondents indicating that they strong agreed, 21(15.0%) agree and 21(15.0%) of respondents reported " strongly disagreed" receiving money from their parents or guardians, however, the small proportion18(12.9%) respondents disagree of respondents which indicated that they "never" or "rarely" receive financial support, which could negatively affect their ability to purchase essential learning materials or participate in school activities.

This lack of support may increase the risk of academic challenges for these students. The findings underscore the critical role of consistent parental financial contributions in supporting boys' academic success. Financial support for students is a critical factor in enhancing educational access and success, particularly in the context of rising tuition costs and economic challenges. The provision of financial aid, including loans and bursaries, plays a significant role in shaping students' academic experiences and outcomes. Research indicates that financial support not only alleviates the immediate financial burdens faced by students but also contributes to their long-term well-being and academic persistence.

Financial support provides a buffer against educational inequalities by enabling boys to access necessary school supplies and participate fully in educational activities. Schools and policymakers could consider programs to assist students from financially disadvantaged households, such as scholarship schemes or material

support programs, to mitigate the impact of economic disparities on academic outcomes. During an interview with one of the parents shown that the issue of financial support from parents to students is very important for all students to improve academic performance. As the parent said that:

> *"Because if I have a small budget and my child needs supplies, maybe he doesn't have a notebook, a pen, or if he doesn't have the school fees to pay and if he hasn't paid for our private schools, he isn't allowed to go, and in our government schools, if he doesn't have a notebook, he doesn't write or has to wait until the aid notebooks are available, so it affects his performance to some extent and leads to a drop in the subjects he missed."*

On discussing the same issue of financial support for students, another parent claimed that:

> *"Yes, because there are people who rely on them to sell their businesses so that they can feed their children and provide for their school needs, or another child is involved in providing for and finding the family's food needs, for example, there is a fifth grade child who says, "I, the teacher, don't come to school because I have been told to stay home until I have planted and if I have not planted, I am not given food at home or anything, and the results are really bad and now he is no longer attending school."*

Another parent reported that:

> *"There is a child who is studying with my son in the seventh grade. I asked him about the camp, how he will go? I was surprised by the child's answer. He told me: His mother, I will not go to the camp because my mother stole money from me to pay for my younger brother. I cannot afford to do that for myself, and from the perspective of the child, he wants to study, but his parents cannot afford to support him."*

The finding was in line with research conducted by Yuldosheva (2023), investigation highlighted the pivotal role of financial security in academic success, emphasising reduced stress and enhanced focus for students with stable financial situations. Wei and Yang (2023) emphasise that according to the characteristics of students, the students' families' characteristics should be considered and carefully sorted, and on this basis, the appropriate selection criteria for financially distressed students are selected. Also, this is resonated by Mbah et al (2018), highlighting the mismatch between students' financial needs and the support provided, particularly for mature students who often bear greater financial responsibilities**.** The findings suggest that tailored financial support can enhance students' satisfaction and reduce stress, which is crucial for their academic performance and overall well-being (Moneva & Tuñacao, 2020). Moreover, this is further supported by Danahy (2024), who identifies a correlation between financial stress and the lack of emergency savings among students, indicating that those with inadequate financial resources are more likely to experience anxiety and stress. The implications of this stress extend beyond academic performance, affecting students' overall quality of life and future financial stability.

Government financial assistance programs can provide important resources to individuals and families, but the effectiveness of such support depends on whether it is accompanied by financial education and management skills training (Lee et al., 2021). Additionally, systematic identification of individuals facing financial hardship, such as cancer patients, and directing them to appropriate financial navigation interventions can enhance their quality of life and well-being (Jung, 2024). Analytically, financial support is a multifaceted issue that significantly influences students' academic experiences and outcomes. Effective financial aid programs can alleviate financial burdens, enhance student satisfaction, and promote mental well-being, ultimately contributing to higher retention rates and academic success. However, it is essential to recognise the disparities in financial aid access and the varying impacts on different student demographics to create a more equitable educational environment.

5.3 Society Participation

Table 3 presents the level of society participation in supporting students. In this theme, the influence of friendships on boys' academic performance was explored, emphasising the role of social connections in providing emotional and academic support.

Table 3: Society Participation Supporting Students

Response	**Frequency**	**Percentage**	**M**	**SD**
Strong Disagree	11	7.9	4.1500	1.26335
Disagree	12	8.6		
Agree	39	27.9		
Strongly Agree	78	55.7		
Total	**140**	**100**		

The mean score of 4.15 (SD = 1.26) highlights that a majority of respondents (64.6%) "Always" had supportive social participation, while 27.7% indicated "often." Only 7.8% reported "rarely" or "never" having friends, reflecting the importance of society's participation in enhancing engagement and motivation. Schools can encourage peer bonding through collaborative learning and group activities. Social support plays a crucial role in influencing academic performance among students. The interplay between social networks, collaborative learning, and academic success has garnered significant attention in educational research

Likewise, during the interview with one of the parents shown that social support is one of the most important factors for students' good performance. As one of them claims below

> *"Friendly relations between the community and the school are very small because the community sees children getting involved in economic issues but neither scolds nor forbids them, and they are the ones who give them these responsibilities and make them their own economists and they forget that these children's main responsibility is to study to prepare for their future lives. Therefore, the community does not have good relations with the*

school as they monitor them and, being able to know the progress of their children, they see what they are doing as just fine.

On the same issue, another parent commented that:

I don't have any connections, so I don't go to school to monitor my son's progress, but there is a benefit if I monitor him because the child gets to understand that his mother goes to school, so even if he wants to run away, he won't run away, he stays in school and will study. But since I don't monitor him, the child is affected, because he knows that his mother doesn't go to school, and when she doesn't go, I don't ask anyone about school, so I just run away. So, if there were friendly relations between the school and the community, we would work together and control all the children who run away from school or engage in other activities on the streets.

Another parent had claimed the views about the important role of social support that influence academic performance among boys' students, she said that:

Our school community has now become aware, because in the past they were not like this; it was very difficult, but now we have awakened the community through the Shehia's and the school committee, and I am one of the members of that committee. Now, Alhamdulillah, we have built a friendship with the school, and when we are called to the school for a meeting, parents attend in large numbers, and our friendship has developed a strategy that when a parent finds a student with or without a school badge, they should ask him which school he is from and why he is outside wandering around during school hours. And we parents have already started doing that and taking many children to school when we find them wandering around or doing other activities that do not concern them.

From the above quotes, it is evident that social support through friendships plays an important role in influencing academic performance among students. The findings

may be discussed in connection with a study done by Alkhathlan & Al-Daraiseh (2017) emphasises that social support derived from social networks enhances students' well-being, which subsequently fosters their academic performance and affective development. Also, this assertion is supported by (Lee et al., 2021), who found that greater social support correlates positively with educational attainment, suggesting that educational environments that promote interpersonal relationships can enhance academic outcomes.

Moreover, the quality of friendships is a critical factor in this dynamic. High-quality friendships provide emotional and instrumental support, which can alleviate stress and improve students' engagement with their studies. For instance, Shell & Absher (2019) highlight that students with high-quality friendships experience better socio-emotional adjustment during the transition to college, which is pivotal for maintaining academic performance. Friendship quality also plays a mediating role in the relationship between social skills and social support. This also suggests that fostering quality friendships can be a strategic approach to enhancing social skills and overall social support, which is vital for emotional well-being. In children, the quality of friendships has been linked to positive psychosocial outcomes. The mechanisms through which social support influences academic performance can be understood through various forms of support, including emotional, informational, and instrumental support.

According to Putri (2024), indicates that social support is crucial in mitigating academic stress, enhancing self-regulated learning, and improving students' psychological well-being. Emotional and instrumental support from family and teachers significantly influences students' motivation and academic engagement. Additionally, cultural and economic factors shape how students perceive and benefit from social support. Furthermore, the role of social inclusion, as discussed by Avramidis et al (2018), suggests that being accepted by peers and having meaningful friendships are essential for students' social participation and academic success. This is particularly relevant for students with special educational needs, who may face additional barriers to forming supportive friendships. In summary, the evidence strongly supports the notion that friendships are a critical source of social support

across various contexts and populations. The quality of these friendships can significantly impact emotional resilience, psychosocial adjustment, and overall mental health. As such, fostering supportive friendships should be a priority in both educational and social settings to promote well-being and mitigate the effects of adversity.

5.4 Parental Involvement

Table 4 presents the level of parental involvement in children's education. This theme examines the extent to which parents engage in their children's education, including providing support for homework, attending school meetings, and encouraging learning.

Table 4: Parental Involvement

Response	**Frequency**	**Percent**	**M**	**SD**
Strong Disagree	10	7.1	4.4714	1.09573
Disagree	2	1.4		
Agree	28	2.0		
Strongly Agree	100	71.4		
Total	**140**	**100.0**		

A high mean score of 4.47 (SD = 1.09) shows that 91.6% of parents are actively involved in their children's education, either "agreeing" or "strongly agreeing." Parental engagement is a critical factor in ensuring academic success, and awareness programs could help increase involvement among parents with limited engagement.

According to interviews conducted by the researchers, the parents failed to participate in the school program and to follow the progress of their students because of limited economic activities. As A.T. 2 said:

> *If the parents do not come to follow the progress of their students, it affects a lot because there are other parents even if they are called to school because of the problem of their child not going to school, and they have to tell the child themselves, "tell your teacher I am not coming there because I'm going to farm". even when studying,*

he should not study hard, which will lead to him not doing well in his studies, because some problems of the student are discovered by the teacher, which the parent does not even know. And that is why you were told, a teacher is a parent, a teacher is a guardian, a teacher is everything

On the same view, one of the parents commented that:

The cooperation between teachers and parents is very important for the development of our children, because a child always needs high-quality supervision so that he can do something that is in his or her best interest or that of the community at large. If the teacher and parent stand firm and cooperate in controlling the child, the child will also understand what concerns him and will not find an opportunity to engage and do meaningless issues. Instead, he will study hard so that he can do well in his studies. But all amongst that is not there here, there are very few parents who follow up and want to know the development of our children, most of them are involved in issues of earning a living, and leave the children to fend for themselves, and eventually the results are bad, especially for boys.

And also, another view that was commented by a woman parent said that:

My grandson is a boy, when he sees me going to school, he encourages him to study hard and he knows that the lady follows him to school and must meet with the teachers to find out anything about me, so he doesn't run away and he studies well, but when he sees me going to school, he doesn't go to school much, so he runs away some days and if you consider that he is taking the seventh grade exam, so we parents should be monitoring our children so that we can know their progress, especially the boys, because it seems that right now we have left the boys too much and looked after the girls, so we should have all the children close to us

The results indicate that parental involvement plays a crucial role. Supporting factors include the availability of quality time between parents and students, motivation and support provided to students, collaboration between parents and teachers, parents' educational background, family economic status, and the utilisation of technology (Encep et al, 2025). Also, the notion that parental involvement is a significant predictor of academic success (Kantova, 2024). The findings reveal a significant correlation between authoritative parenting and higher self-esteem levels, emphasising the importance of emotional support and positive reinforcement in shaping children's self-perception. Additionally, the study highlights the impact of parental involvement in educational settings, demonstrating that active engagement contributes positively to children's emotional development. Socioeconomic status was identified as a significant factor influencing self-esteem, with children from higher socioeconomic backgrounds reporting greater self-worth (Elshanum, 2024).

Additionally, Parental involvement significantly influences students' mental health and self-efficacy, which in turn affects their academic performance. Found that parental involvement and academic self-efficacy were positively associated with good academic performance. In contrast, depression was negatively associated with good academic performance. Moreover, academic stress, male, rural residency, middle school, family size, high income, online gaming daily, reading, and intelligence quotient were statistically significant predictors of academic performance (Kang et al., 2024). In conclusion, the evidence overwhelmingly supports the assertion that parental involvement is a vital component of student success. It not only enhances academic performance but also contributes to the overall well-being of students. Schools are encouraged to foster environments that promote parental engagement, recognising its critical role in educational achievement.

5.5 Low Support of Male Parents

Table 5 presents the kind of support male parents provide to students. This theme captures the role of a male parent in supervising at home in supporting boys' educational endeavours, such as promoting school attendance or providing resources.

Table 5: Low Support of Male Parents

Response	Frequency	Percent	M	SD
Strong Disagree	58	41.4	2.7214	1.76728
Disagree	26	18.6		
Agree	11	7.9		
Strongly Agree	45	32.1		
Total	**140**	**100.0**		

The mean score of 3.12 (SD = 1.76) reflects a moderate role of the man parent in supervising his son. While 83.1% of respondents either "agreed" or "strongly agreed," 16.9% indicated a limited male supervisor. Strengthening the male supervisor at home is building partnerships could further enhance boys' academic experiences. The lack of a male parent for supervision in learning at home is a multifaceted issue that intersects with various socio-economic, psychological, and educational factors. Research indicates that the home learning environment significantly influences children's academic outcomes, and the presence or absence of male figures can alter the dynamics of this environment. During the interview conducted by the researcher with one of the teachers justified that the majority of male parents do not support their child in educational matters. As H.M. 4 states that:

> *Personally, I often hold meetings here at the school. I leave my house in the evening and go to the meeting. I find the parents of the male students in the residence are crowded, and they have information, but the parent came here to the school and listened for a long time, and in fact, when the boys hear the father's voice, He obeys whether he wants to or not, but the mother's voice says oh? Every day, mother sees him as a follower, what he tells her, he may or may not do to her, it's all right, so if it was a father, we are smart to monitor our children, especially boys in school, then the results of male children would not be this bad, but for being male parents we have neglected our responsibilities and left it to the female parents, then that is the result of the male child, that is why it is lower than the female child*

On the same view, another teacher, H.M1, commented that:

> *It is true that male parents do not monitor their children at school. The main monitors are female parents because male parents are usually responsible for earning a living and sending them to school. So, they see the responsibility of monitoring their children as a woman because she is the one who stays at home with them and knows everything, but they forget that a male child needs more male guidance.*

Also, Rais and Majzub (2010) claim that at-home parents supervise girls more than boys. Parents seem to accept if boys return home later than girls, whilst boys are reprimanded if they are not home early; girls are always under the watchful eyes of their parents. Moreover, the home environment's structural characteristics, such as chaos and instability, can further complicate the role of male supervision. Research has demonstrated that chaotic home environments correlate with less responsive parenting and diminished opportunities for children to engage in exploratory learning (Marsh et al., 2020). In conclusion, the lack of male supervision in learning at home is a complex issue influenced by family structure, socio-economic factors, and the overall home learning environment. Addressing these challenges requires a multifaceted approach that emphasises the importance of male involvement in education and the need for supportive home environments that foster children's academic success.

5.6 Friendship with Other Children in the Society

Table 6 presents the existence of friendship of students with other children in the society. This theme evaluates the broader nature of friendship with others for boys' education. The presence of classmates as friends and their impact on academic collaboration and peer learning

Table 6: Friendship with Other Children

Response	**Frequency**	**Percent**	**M**	**SD**
Strong Disagree	4	2.9	4.6071	1.81969
Disagree	2	1.4		
Agree	33	23.6		
Strongly Disagree	101	72.1		
Total	**140**	**100.0**		

With a mean score of 4.60 (SD = 1.76), the results indicate that the nature of friendship with other students influences boys' education in different ways. While 53.1% of respondents "agreed" or "strongly agreed" that friendship among students is present, a notable 46.9% expressed scepticism. This variability highlights the need for friendship campaigns to promote the value of boys' education. The nature of friendship is a critical factor influencing child development. This theme explores the relationship between students themselves and other children from their streets of child development, including cognitive abilities, academic performance, and socio-emotional skills. It synthesises existing literature to provide a comprehensive understanding of how friendship influences child outcomes, highlighting the mechanisms through which this relationship operates. Likewise, during the interview with the teacher A.T., 3 shown that the nature of friendship is a critical factor influencing the child's development of education for student good performance. As claimed below:

> *In my lessons, I often use the group method because I want all students to participate, because we know that students have friends whom they talk to and understand as friends. This is important in learning if those friends are good in behaviour, attitudes, and actions. but I also find it difficult because of the large number of students and the groups themselves. But I do not know friendship outside of school. Due to the lack of materials, these groups have to have more than 15 members who discuss in the class. So, you see, problems arise. Some do not get to participate as they deserve, so they fall behind and fail to understand the lesson in depth. I think this is the reason why our children do not do well in their studies.*

Many studies have demonstrated that interactions between students and school members are inevitable, and private connections that emerge through advisement and mentoring are highly valued. Similarly, Pollak et al (2024) indicate that social-emotional learning (SEL) programs have been shown to promote peer connectedness and improve classroom climate. An intervention focused on SEL can lead to significant improvements in students' social-emotional skills and their ability to form friendships. In conclusion, classroom friendships are influenced by many factors, including the classroom climate, teacher practices, and the implementation of social-emotional learning strategies. A supportive and well-organised classroom environment, coupled with effective teacher-student relationships, can significantly enhance students' social interactions and friendships, ultimately contributing to their academic success and overall well-being.

5.7 Child Labour

Table 7 presents the level of involvement of boy students in child labour. This theme explores the child labour on boys' academic performance, which hinders the entire learning process for boys.

Table 7: Existence of Child Labour

Response	Frequency	Percent	M	SD
Strong Disagree	**48**	**34.3**	**3.1143**	**1.78759**
Disagree	**17**	**12.1**		
Agree	**21**	**15.0**		
Strongly Agree	**54**	**38.6**		
Total	140	100.0		

The mean score of 3.11 (SD = 1.78) highlights that a majority of respondents (38.6%) "Always" had supportive child labour, while 34.3% indicated "often." Only 15% reported "rarely" and 12.1% "never" having control. The highest percentages are indicated by child labour irresponsibility as a factor influencing boys to join special schools for Gifted Students in the Central District in Zanzibar.

Likewise, during the interview with the female teacher, H.T. 2 suggested that parents were involving their children in family earnings, and had this to say:

> Yes, in this area, boys sometimes work on farms, feeding animals, and during the harvest season, they are the market to sell

Another H.M. 2 said that

> *The boys in the villages are more dependent on their families, that is, they are the ones who are expected to look after the needs of their families (resources) and their parents pretend not to know that these children are currently being given their basic rights such as food, education, clothing and others. Because when they are late to school or they run away, if you just ask the students themselves why they didn't come to school or why they were late? Then everyone has their reasons, one will tell you I was in the field to cultivate, another says I went to herd cows, and another tells you I went to the market to deliver mangoes. That is the situation of the boys in our schools here.*

Also, another teacher, H.M. 2, commented that

> *In fact, most male children in our rural environment, when they reach the age of 12 and above, are left with many responsibilities on their own, such as finding clothes, shoes, books, and other things. Therefore, these children often have a difficult environment, and this is what affects them the most. They lack people to help them with their problems or to give them ideas about studying. So, they will study and, in the end, they see that studying doesn't help them at all, or they will study without setting any expectations. They will study just to finish, and instead, they continue with their jobs that lead them to earn money.*

Furthermore, the findings are related to what is perceived by MoVET (2006). According to MoVET, the reason for the preservation level is the fact that in rural schools, boys experience high rates of failure in joining the special school for gifted students, possibly due to engaging in child labour. This contributes also to poor performance as shown by the low completion rates 65 of the five years 2018, 2019,

2020, 2021, and 2022 In these five years, students who sat for the Examination for Seventh grade on Primary education (at the end of Primary level) less than 6.6% were selected for joining in the special school for gifted students (MoEVT, 2006).

5.8 Unrestricted in Doing Activities

Table 8 presents the level of restriction on boy students in doing other activities at home. This section attempts to examine the restrictions on children at home as a means of limiting their engagement in other activities to promote learning. The section addresses various activities that are either restricted or unrestricted.

Table 8: Unrestricted in Doing Activities

Response	Frequency	Percent	M	SD
Strong Disagree	**70**	**50.0**	**2.3357**	**1.6300**
Disagree	**26**	**18.6**		
Agree	**15**	**10.7**		
Strongly Agree	**29**	**20.7**		
Total	140	100.0		

Likewise, in an interview with the parent, H.T. 1 claimed that:

> *In fact, it is rare for male children to find that they do not have economic activity, especially for our children in the villages, because they are different from children in the city, while the child is told to do something in order to earn money to buy their needs. So, there are some who drive boda boda, others are honest, and some are stone miners because here in our country, the biggest economic activity is quarrying, so the big impact that appears on those children is that they don't do well in their studies*

Another view of the teacher, H T 3, reported that

> *It is true that we have children who do not go to school. for example, I was told that there is a seventh-grade boy who is seen selling coffee when he does not go to school, and when we followed up, we discovered that he actually goes to the market to sell coffee. When*

we interviewed him, he said, "I have no money to support myself, and my mother has no money and no job, so we cook coffee, and I go to sell it so that we can earn money to help my mother and my younger siblings. I will go to school, but my life is very difficult until I go out and look for work so that I can help my friends and family."

Likewise, the study conducted by Goren et al. (2025) indicates that both genders showed significant improvements in mindfulness, emotion-focused coping, and active coping ($p < 0.05$). Women exhibited reduced dysfunctional coping and greater emotional support use. For men, emotion-focused coping and mindfulness positively predicted life satisfaction, while for women, reductions in psychological symptoms and dysfunctional coping were significant predictors ($p < 0.01$). Moreover, there has been examined misalignment between modern human society and certain male phenotypes, a misalignment that has been highlighted and explored in great detail in the work of Tom Dishion, who began by briefly enumerating the ongoing developmental difficulties of many boys and young men and how these difficulties affect them and those around them. We then suggest that the qualities that have been advantageous for men and their families in our earlier evolution, but that are often no longer functional in modern society, are a source of these problems (Biglan et al, 2019).

6. Theoretical Linkage of the Results

The results have great implications in an attempt to understand the home-related factors that influence boys in the study area. The results indicate that boys are highly supported financially by their parents. This relates to the social learning theory that emphasizes parental shaping of children economically. The society, in principal terms, has the role through participation in shaping students as social learning. Evidence indicates that there is a high level of participation. But depends on whose society it is and what direction of participation is being advocated? This is because every society has its own building norms that may differ from one another in terms of promoting involvement in education. It was found that parental involvement is also very high. However, one can question the knowledge, capacity, and skills held by parents regarding education and the extent of participation in facilitating boys'

education. The ability to understand the needs of boys against the needs of parents on education may quite two different needs. It was found that the majority of parents have moderate support for boys' students regarding education matters. This can be linked to the ecological system theoretical practices that are two-dimensional. The traditional ecological system education that parents were raised on and they promote versus the modern education practices that modern education practices support as per ecological system interactions with the micro, meso, exo, macro, and chrono sub-systems of the social learning theory. It was found that the study area experiences boys ' involvement in child labour. This was evident in a moderate level of practice. This can be linked to the economic micro and meso subsystem, where the majority of families and society members are low- and middle-income earners, hence attracting boys to engage in livelihood strategies as a way of survival. This is connected to the fact that the majority of parents allow boys to perform activities other than education at home. This kind of socialization that starts at home, going to the extended societal environment locally, nationally, and globally, affects boy students particularly in the era of globalization, where boy children are interconnected with all these theoretical dimensions in a single room at home. All the micro, meso, exo, macro, and chro environments influence a boy child in the Television room at home in the context of home factors, leading to the degradation of learning ability and capability.

7. Conclusion

Regarding the first objective, it is clear that the majority of respondents, 72.1%, agreed on the presence of factors that influence Boys' students' education performance to join special schools for gifted students. This problem was influenced by several factors, including financial support from Parents, Society participation, Parental involvement, low support for male Parents, friendship with other children in their society, Child labour, and Unrestricted activities. All these factors that affect their ability of learning or participate in school activities may increase the risk of academic challenges for these students, which also leads to influencing boys' academic performance to join a special school for gifted students in the Central District.

It has been found that friendship with other children in their societies is a highly influential factor toward boys' academic performance, either positively or negatively, followed by parental involvement. However, the study also found that unrestricted activities have less influence on boys' academic performance. This is mainly because it is difficult to appoint their child to select the special activities that will be done in the societies. The study provides the following ideas for the conclusion based on the summary, specific objectives and the findings of the study. The findings of the study observed that home factors influence boys' academic performance to join special schools for gifted students in primary schools. These factors are still a severe problem influencing boys' educational performance in primary schools in the Central District in Zanzibar. It was found that home factors variably influence students in promoting boys' students' education performance in the Seventh Grade National Examination Results, including friendship with other children in their societies. From these findings, it can be concluded that home factors were the disturbing issues influencing boys' performance to join special schools for gifted students. These factors not only affect students' themselves to join special schools for gifted students but also affect all activities of preparing students to join at the Secondary level. The poor academic performance among boys in the seventh-grade examination is partly because of the home environment, which has not been conducive enough to support the primary level of academic performance. In order to improve boys' academic performance, to should join special schools for gifted students.

7. Recommendations

Building on the above conclusion, this study provides several recommendations to the other educational stakeholders, including researchers, teachers, parents, and society at large. Therefore, all the started recommendations have to set into attention and lastly resolve at the factors that that influence boys' academic performance to join special schools for gifted students, because the academically preparation for all students include boys in primary education is very important for improving boys' performance to join special school for gifted students.

7.1 Recommendations for Parents

The first and foremost requirement is to educate parents on the necessity to plan their children's future, reschedule their activities before and after returning to school. Guiding them in choosing their good friends, motivating boys in learning, and supervising them in the learning process is very important. Parents should give their boys more attention and proper instruction to improve their academic performance. Parents and teachers should create a strong relationship by creating a unit among them, such as using a social media example, creating parents- teachers what sup group in order to communicate among them. This will be assisted to reduce these problems. Parents have the responsibility to actively participate in the school affairs and needs of their children, which enables the students to learn efficiently and hence achieve better results. This includes paying attention to school on time, buying school equipment and stationery for the children, giving the children basic needs at home, and following up on the progress at the school.

7.2 Recommendations for Society

Society and teachers at large should shield the boy's child from harmful practices such as illegal groups and other deviant behaviours. Society engages in the decision-making of their boys' learners, because society is responsible for shaping the boys' learners' morality for their better future life. Society should make sure that the reason teachers give moral support to the boy's students is by establishing a positive relationship with the teachers. Really, interaction between teachers, students, and parents contributes much to raising boys' learning performance.

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